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## Task and Socioemotional Interaction as Contexts Affecting the Agreement-Attraction Relationship

William D. Wittman

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TASK AND SOCIOEMOTIONAL INTERACTION AS CONTEXTS AFFECTING THE  
AGREEMENT-ATTRACTION RELATIONSHIP

by

William D. Wittman

Bachelor of Arts, University of North Dakota 1969

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in partial fulfillment of the requirements

for the degree of

Master of Arts

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1971

This thesis submitted by William D. Wittman in partial fulfillment of the requirements for the Degree of Master of Arts from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

Paul Wright  
(Chairman)

Alice T. Clark  
Long Clark

William Johnson  
Dean of the Graduate School

Permission

Title TASK AND SOCIOEMOTIONAL INTERACTION AS CONTEXTS AFFECTING THE  
AGREEMENT-ATTRACTION RELATIONSHIP

Department Psychology

Degree Master of Arts

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## ABSTRACT

The majority of the research supports the hypothesis that agreement is a major variable in attraction, but several recent studies have shown other conditions may also be important. Following Wright's (1969a) friendship model, Wright and Crawford (1969) have shown that males are oriented toward both "task" and "social-emotional" situations, while females are oriented primarily toward "social-emotional" situations. The present study was designed to investigate the role of agreement within these two situational variables. It was hypothesized that, for males in a task situation, agreement would yield greater attraction than disagreement. For females, greater attraction was predicted for agreeing pairs than for disagreeing pairs in a social-emotional situation. No prediction was made for females in a task situation.

Subjects were same-sex pairs who were initially strangers. Each subject completed a value questionnaire and received feedback regarding the amount of agreement with his partner. The pair then participated in either a project oriented "task" condition or a discussion oriented "social-emotional" condition without task involvement. At the conclusion of the session, each subject described his partner with a person-perception questionnaire.

An analysis of variance was performed on the data. The results showed that males find it difficult to get along with new acquaintances



no matter what the situation. Females find it relatively difficult to get along in a task situation and relatively easy to get along in a social-emotional situation. The only significant effect for agreement was found for females in the task situation. None of the specific hypotheses of the study were confirmed.

The findings were discussed in terms of cultural sex differences between men and women. Implications for other models of attraction were discussed. It was concluded that agreement may not be as general a determinant of attraction as previous research had indicated. Sex and situational variables must also be considered in predicting attraction.

## CHAPTER I

### PROBLEM AND HISTORICAL BACKGROUND

Psychologists have long been interested in the question of interpersonal attraction. Basically, the question revolves around what conditions are necessary as two people meet and either form a friendship or are not attracted to each other. If one were to ask two people who are friends how they became so, one would likely receive a number of different answers. These responses would perhaps range from, "We grew up together." to "We're the same kind of person." to "We both are interested in the same kinds of things." and so on. The question then becomes how does a psychologist studying interpersonal attraction relate these seemingly different responses to a coherent theory of interpersonal attraction?

The "growing up" response suggests a theory of propinquity, i.e. friendships are formed because two people are close enough together in time and space to interact frequently. The second response suggests that the personalities of the two individuals have an effect on whether or not a friendship will be formed. Finally, it would seem that similar interests and values play a part in determining whether a fruitful friendship will develop.

Each of these positions has had their proponents and critics and a body of data has grown up around each of them. Examination of this

data may provide some insight into these questions and into the general question of interpersonal attraction.

### Propinquity

A number of studies reviewed by Lott and Lott (1965) have supported the hypothesis that interaction is necessary for attraction. Evidence supporting this position comes from groups as diverse as college classroom seatmates, bomber crews, college sorority sisters, clerical workers and residents at a summer boys camp. This finding seems to hold in both competitive and cooperative situations.

However, Festinger (in Lott and Lott, 1965) has shown that propinquity may be a necessary but not sufficient condition for attraction. In his study of a housing project where residents felt "forced" by circumstance to reside, Festinger found little social life and largely negative attitudes toward other residents.

Therefore, (it would appear) that the opportunity for interaction in at least a neutral setting provides the first condition necessary for friendship formation. People do tend to choose friends from among those with whom they interact. However, propinquity, and therefore opportunity for interaction, (does not seem) in itself a sufficient condition for interpersonal attraction.

### Need Similarity and Need Complementarity

If propinquity is a necessary but not sufficient condition for attraction, then it follows that one must begin to look intrapersonally



for further conditions. That is, what is it about the person himself which leads to attraction? This leads to the study of the role of personality variables in friendship formation. Are two people attracted because they have similar needs which they can fulfill together or because their needs are complementary and each helps the other by providing a balance-outlet for the expression of their needs?

Izard (1960) has postulated a need similarity explanation. He has compared Edwards Personal Preference Schedules (EPPS) of mutual friends and randomly selected pairs of profiles. He found significantly higher correlations among the pairs of profile from friends than from the randomly paired profiles. In a follow-up study (Izard, 1963), he found the same results with a similar sample (college freshmen) but failed to find supporting evidence with a sample of college seniors. Izard explains the latter finding in terms of greater maturity in the older age sample and therefore less need for a person to see his personality reflected in his friends. In view of these findings, caution must be exercised in generalizing explanations of attraction on a need similarity basis.

Winch, Ktsanes and Ktsanes (1954) used an adaptation of Murray's need schema in a study of the need complementarity hypothesis in mate selection. They hypothesized complementarity of two types: (1) one member high and one member low on the same need, and (2) one member high on a need considered complementary to a need on which the other member was high. Twenty-five married couples served as subjects and each spouse's interpersonal needs were determined by a need interview, case

history, Thematic Apperception Test (TAT), and a final interview. Generally, interspousal correlations based on the need interview and final interview supported the hypothesis but those based on the case history and TAT did not. Another study by Winch (1955), using similar methodology, found little or no support for the hypothesis.

Banta and Heatherington (1955) obtained EPPS profiles from engaged couples and a male and female friend of each member of the pair. They found no evidence for need complementarity and some evidence supporting the need similarity hypothesis. In one of the few studies supporting the need complementarity hypothesis, Kerckhoff and Davis (1962) studied longitudinally "seriously attached" couples in "progress toward permanence." They found need complementarity does not contribute to the initial phase of the relationship but becomes more significant with the passage of time.

Wright (1968) has criticized both the need similarity and need complementarity studies. He notes that the two hypotheses are not necessarily conceptually exclusive of each other and suggests that they may function within a more global set of personality variables. At the same time, he points out that methodological difficulties may have introduced artifacts which cloud the results.

#### Agreement and Attraction

No other area of interpersonal attraction has received as much attention as agreement of attitudes and values. Research has consistently shown that people who agree with each other regarding attitudes and



values will tend to be attracted. But what about people who disagree? Does disagreement preclude attraction? A review of the relevant literature may provide some insight into these questions.

### Cognitive Balance Models

According to Heider (1958, p.5) people use "common-sense psychology" in order to help them assess other people and their environment. He also distinguishes between "thing perception" and "person perception." Objects are seen as manipulanda whereas people are seen as "action centers" capable of initiating behavior and responding to their environment (Heider, 1958, p. 21). Because people are perceived as action centers, states of balance arise between them. Schematically, the theory can be represented by p (the perceiver), o (the other person) and x (an act or object). Thus, if p likes x and o likes x, p should like o and balance is achieved. However, states of imbalance do occur, e.g. p likes x, o dislikes x but p likes o. This imbalance causes tension and p must operate to reduce this tension. Theoretically, he must change either his perception of o or x. The theory predicts that people will be attracted to each other if a state of balance exists between them (Heider, 1958, 1967).

Newcomb (1961), building on Heider's model, has added two complicating factors. He takes into account not only the perception of A (the subject) toward B (another person) and toward X (an object) but also the perception of the relationship by B. Then he considers both the actual relationship between A and B and the relationship as perceived by A and B. Thus, if A perceives the ABX relationship in balance and

then finds the situation has changed in regard to liking X or in the attraction of B, he must act to reduce the strain. The same is true of the relationship as perceived by B.

Newcomb (1967) also introduced the concept of reward and punishment in interpersonal communication. He reasons that, when people interact, the communication is more likely to be rewarding than punishing. Second, the rewarding aspects of interaction are more likely to be obtained from someone with whom one interacts most frequently.

Attitude similarity between two people increases the rewarding aspects of the interaction and also increases the amount of interaction between them. Therefore, attraction increases. The similarity may be assumed or actual, but the effect of reward and attraction still obtains (Newcomb, 1967).

To test his theory, Newcomb (1961) brought groups of strangers to live together in a dormitory for a semester. He found that early attraction was based on perceived similarity but that, as communication progressed throughout the semester, attractions shifted toward more congruence with actual similarity.

#### Byrne's Reinforcement Model

Byrne has developed a learning theory model of attraction. He considers agreeing statements consensually validating and therefore reinforcing. He postulates four conditions which lead to attraction: (1) the structural properties of the stimulus situation which vary propinquity, (2) the strength of the person's affiliation motive, (3) generalization from previous learning experiences and (4) the number of



reciprocal rewards and punishments in the interaction (Byrne, 1961).

Using an adaptation of a technique presented by Smith (1957), Byrne (1961) presented college subjects with information regarding nonexistent strangers. The subjects had previously completed an attitude questionnaire. The experimenter then filled out questionnaires designed to be identical to or different from each subject's initial responses. The subjects were then asked to rate the imaginary stranger on an evaluation scale. The results showed that subjects were significantly more attracted to those profiles which agreed with the subject's own attitudes. In another study employing the same methodology, Byrne and Nelson (1965) found that attraction is a linear function of the proportion of agreeing statements.

Smith (1957) and Byrne and Wong (1962) found that attraction is a function both of perceived and projected similarity. Byrne and Wong (1962) also found that similarity overshadows racial differences in acceptance, even among highly prejudiced subjects. Byrne and Griffit (1966) found that the reinforcement hypothesis holds in both children and adults.

However, caution is indicated in interpreting the Byrne and Smith results. This methodology presents the subjects only with a "paper and pencil" person. No actual interaction takes place. It must be remembered that Newcomb (1961) has shown that although attraction is initially based on perceived similarity, face to face interaction provides the person an opportunity to test the hypothesis of perceived similarity and modify his perception to be more in line with the actuality of the situation.

### Further Research

Thus, it would seem that agreement has carried the day with regard to attraction. But is this necessarily so? Some studies have shown that perhaps agreement is not a solely sufficient condition for interpersonal attraction.

Aronson and Worchel have reported a study (1966) in which they hypothesize that perhaps, when two people like each other, agreement becomes less important as an interpersonal variable. That is, in a face to face situation, whether or not we like the other person is more important than whether or not we agree with him. Subjects discussed Byrne's (1961) attitude scale with a confederate of the experimenter whose amount of agreement or disagreement was preplanned. The subject and the confederate then wrote a short impression of each other. Again, the amount of like or dislike expressed by the confederate was previously determined. Subjects were allowed to see the confederate's evaluation before both responded to Byrne's attraction scale. Results showed that whether or not the subject liked or disliked the confederate was significantly related to attraction whereas agreement or disagreement was not (although there was a nonsignificant trend for confederates who agreed with the subject to be liked).

This finding could explain results reported by Kerckhoff and Davis (1962). In a study of 25 "seriously attached" couples, the investigators found that, while agreement was related to progress of the relationship in its earlier stages, over the longer term (greater than eighteen months) agreement no longer was related to "progress toward permanence." Kerckhoff and Davis have explained these results in terms



of a "filtering process." Perhaps, however, it is not so much a filtering process as it is a function of liking. If two people like each other, then disagreement becomes less important and the couple finds ways of working through to a consensus.

A further dimension to this problem was added by Wright (1969b). Same-sex, well acquainted pairs filled out an Activity Preference Questionnaire and the Allport-Vernon-Lindzey Scale of Values (AVL). They then responded to Wright's Acquaintance Description Form. Analysis of the results showed that males were attracted to males who preferred the same daily activities while females were attracted to females with similar AVL values.

Wright and Crawford (1969) set out to investigate the sex differences found in the first study. They began with the assumption that ". . . men are oriented to "instrumental" activities and women to "affective" activities." (Wright and Crawford, 1969, Abstract). Same-sex, well acquainted pairs were subjects. Each subject supplied his partner with the name of a person he knew who fitted one of four thumbnail sketches, i.e., high or low "task" competence or high or low "social-emotional" competence. The partner then described his Target Person using Wright's Acquaintance Description Form. The results revealed that men are sensitive to both task competence and social-emotional competence while women are sensitive only to social-emotional competence among their associates.

#### Wright's Friendship Model

In two early studies, Wright (1965, 1968) criticized the thrust of



earlier studies of attraction. His major criticisms were that the hypotheses were much too global to yield interpretable or specific predictions concerning attraction and that similar methodologies were yielding different results (Wright, 1968). These were the "jokers in the methodological deck" to which Wright was referring when he wrote:

(1) treating similarity (or complementarity) conceptually as if it were the independent variable but operationally (analytically) as if it were the dependent variable and, conversely, treating attraction conceptually as if it were the dependent variable but operationally as if it were the independent variable; and (2) using dyadic indices of similarity or complementarity, a practice about which Cronbach (1958) issued a cogent, well-illustrated note almost a decade ago (Wright, 1968, p. 127).

To overcome these problems, Wright set out to develop a new model and methodology for studying attraction and not its antecedents. He began by focussing on same-sex dyadic relationships.

Wright (1969a) has presented his model and methodology for studying friendship. He takes as the criterion of friendship Voluntary Interdependence (VID). VID is defined as, "the degree to which plans, activities, and decisions are contingent upon those of the other when both members of the pair are free to exercise a certain amount of choice" (Wright, 1969a, p. 297).

Since friendships seldom always run smoothly, Wright has postulated the difficult-to-maintain variable (DTM). DTM is a measure of how much time and effort one member feels he must exert in order to resolve misunderstandings with his acquaintance.

Wright has also postulated three secondary rewards of a friendship. Stimulation Value (SV) is the degree to which a person sees his friend as interesting, imaginative and a source of new ideas. Utility Value

(UV) is the extent to which one member feels the other is willing to go to help him satisfy his own needs and realize his goals. Ego Support Value (ESV) is the extent to which one person sees his friend as encouraging and capable of making him feel comfortable and worthwhile as a person.

Wright's technique for measuring attraction is the Acquaintance Description Form (ADF). The ADF contains scales for each variable in the friendship model plus a correct scale called General Favorability. This correction factor is employed to remove the "halo effect" which usually occurs when a person describes someone he likes. The correction procedure is presented in Wright (1969a) along with reliability and validity measures for the ADF.

#### Statement of the Problem

Although the bulk of prior research supports the thesis that agreement is one variable of importance in friendship formation, other investigators have postulated that agreement, like propinquity, may not be a solely sufficient condition for attraction. Aronson and Worchel (1966) have shown that the variable of "liking" may override the effects of agreement in some situations. The investigators defined "liking" as a general positive response to the other person as measured by the subject's written evaluation of the experimental confederate. However, it was also found that agreement had some effect on this evaluation as confederates who agreed with the subject also tended to be "liked."

Wright (1969b) found that men were more likely to be attracted to each other as measured by the amount of consideration they gave each



other in making plans and decisions (Wright's VID component) if they share the same preferences for daily activities. Pairs also rated the friendship as high in Stimulation Value (SV). No such relationship was found for men with similar AVL values. However, men with similar AVL values tended to rate the other high on Utility Value (UV). For women, just the opposite was found.

Wright and Crawford (1969) studied the sex differences found by Wright (1969b). They found that men are oriented more toward "task" activities (although not exclusively) and women are oriented toward "social-emotional" activities.

Aronson and Worchel (1966) found a tendency for agreement to influence "liking." Their results are based on a face-to-face discussion situation. This type of situation is similar to what Wright and Crawford (1969) have called a "social-emotional" situation. The Wright and Crawford results are based on a written thumbnail sketch of "task" and "social-emotional" oriented persons.

Thus, it would seem that agreement has some influence on "liking." Further, it would seem that men are oriented toward both "task" and "social-emotional" situations while women seem to be primarily oriented toward "social-emotional" situations. These are situational variables affecting the friendship interaction. However, the role of value agreement within the context of both these types of situations has not been adequately studied.

The present study was designed to investigate the role of value agreement within a task-oriented situation and a social-emotional situation. Same-sex subjects will participate in either a task-oriented

session or a social-emotional oriented session. The task situation will consist of a project involving a written final product on which pairs will work cooperatively. The social-emotional situation will consist of an informal face-to-face discussion without task involvement. The measure of attraction will be the ADF, with particular regard to the VID scale. Since subjects will be strangers, General Favorability will also be considered because it is a more global measure of attraction than is VID. GF could perhaps be considered a measure of "liking" as defined by Aronson and Worchel (1966).

It is hypothesized that, in the task situation, males will be more highly attracted on both VID and GF if they agree than if they disagree. Following Wright and Crawford (1969), the same should hold for the social-emotional situation with regard to males. For females, greater attraction is predicted for agreeing pairs in the social-emotional situation. No predictions are made for females in the task situation.

## CHAPTER II

## METHOD

## Overview

Same-sex subjects who were initially strangers reported in pairs for the study. Each member of the pair was given a value questionnaire covering a wide range of value areas. Subjects completed the questionnaire and exchanged papers to receive feedback on the amount of value agreement. The pair then engaged in a "task" or "social-emotional" situation. At the conclusion of the experiment, each member of the pair described the other with a person-perception instrument.

## Instruments

Acquaintance Description Form

Wright's model is both a conceptual framework for and an approach to the measurement of interpersonal attraction. The Acquaintance Description Form (ADF) has been presented by Wright (1969a) as a valid and reliable instrument for measuring attraction. *?? wrong!*

The ADF (see Appendix A) is a person-perception questionnaire which measures a subject's attraction toward an acquaintance called the Target Person (TP). The ADF is a sixty item instrument which consists of six separate scales for measuring each of the components of Wright's friendship model: 1. the level of friendship, voluntary interdependence (VID); 2. the difficult-to-maintain variable (DTM); and the rewards of



friendship; 3. stimulation value (SV); 4. utility value (UV); 5. ego-support value (ESV). Each of the scales on the ADF consists of ten items. The sixth scale is a correction scale consisting of ten generally positive items called General Favorability (GF). The raw score on GF is used to correct raw scores on the other scales (except VID) for the tendency of a person to describe favorably someone whom he likes. This is the so-called "halo" effect.

Each item has numbered or lettered alternative from 0 to 4. The subject circles the alternative of his choice. Zero means almost never or definitely not and four means almost always or definitely, depending on the wording of the item. Scores on each relevant item for any scale are totalled to yield the raw score for that scale.

#### Value Questionnaire

An eight item value questionnaire (see Appendix B) was designed to elicit subjects' views in a number of value areas. The items were wide ranging. They covered such areas as the effectiveness of religion, political views and the role of the individual in society. Each item was presented with two extreme alternatives in a forced-choice format. It was felt that this format would provide the greatest dichotomy. Directions accompanying the value questionnaire were as follows:

Below is a set of statements ranging over a number of areas. Please respond with your personal opinion regarding these statements. If you have strong objections to any of the items, please feel free to leave those items blank.

## Procedure

### Value Questionnaire

Subjects reported in same-sex pairs who were strangers, i.e. they had never met or had seen each other only in their Psychology discussion sections. Each member of the pair was asked to complete the Value Questionnaire. All subjects completed the questionnaire and only a small number failed to answer all of the items. After each person had finished, the pair was instructed to "get an idea of how your partner stands on these issues." The pair then exchanged papers and read the responses of his partner silently. The subjects then participated in one of two experimental conditions.

### Experimental Conditions

Since the present study is concerned with the role of agreement in "task" oriented and in "social-emotional" oriented situations, the experimental conditions were designed to structure the interaction into primarily these two modes.

### Task Condition

In the task conditions, subjects were asked to cooperate on a project. The project, proposing an entertainment schedule for the University for one academic year, was chosen because it was a topic of interest on campus, provided an opportunity for cooperative interaction and an opportunity for each member of the pair to express his own ideas. Subjects were provided with paper on which to write their proposal and these instructions:



As you may know, scheduling big-name entertainment for a university of this size and location presents an interesting and challenging problem. We are interested in how students feel on this issue and would like to have your ideas. Your task is to work together to make up a proposed schedule of entertainment for the University for one academic year. You have a budget of \$50,000.00 for this purpose. Keep in mind that the "biggest" name groups cost around \$1,000.00 per night. Try to get the most balanced schedule you can in terms of quality of entertainment, student and community interest and crowd drawing potential (you want some return on your investment). We realize that this problem requires a great deal of careful thought and planning, but try to do the best you can in about 15 minutes of work. The ideas will be judged by members of the University Center Board of Governors and the male pair and female pair whose programs are judged best will receive a steak dinner for each person at the Bonanza Steak Pit.

Although pairs were asked to work for fifteen minutes, no effort was made to enforce a time limit. Most pairs required more than fifteen minutes to complete the task. After the task had been completed, each subject described his partner by completing the ADF.

#### Social-Emotional (Talk) Condition

Subjects in the "talk" condition, after completing the Value Questionnaire, were instructed to "get to know a little bit about your partner in about a fifteen minute discussion." The pairs were given the following question to discuss: "How would you go about forming a philosophy of life which will help you keep up with life in our changing society?"

Although a time of fifteen minutes was specified, no effort was made to enforce a time limit. Neither was any effort made to restrict discussion to the given question. This was done so as to make the condition as informal as possible. Most pairs were ready to proceed

after the fifteen minutes allotted. After the discussion period, each subject described his partner with the ADF.

The entire study took subjects an average of fifty minutes to complete. Pairs worked alone in an empty classroom. No one else was present in the room in order to make the interaction as informal as possible. Each subject received research credit for his participation in the study. Participation in research is required of all students in Introductory Psychology and is available as an extra credit option for students in Educational Psychology.



## CHAPTER III

### RESULTS

#### Treatment of the Data

For each pair, the number of agreements on the Value Questionnaire was counted. Median agreement was then calculated separately for males and females. For both sexes, median agreement on the questionnaire was equal to five. Agree and disagree groups were formed by a median split. Cases falling at the median were randomly assigned to the agree or disagree condition. This procedure resulted in an n of seven pairs per cell.

Since the pairs were matched with respect to agreement and since attraction is at the very least a reciprocal interaction, scores for each member of a pair cannot be considered independent. Therefore, for each variable of the ADF, mean pair scores were computed. The mean pair scores on SV, UV, DTM, and ESV were computed from the standard scores obtained from the raw scores corrected for GF. Because female scores on GF and VID tend to be higher than male scores, raw scores on these scales were converted to standard scores. The conversion was accomplished by transforming female GF and VID raw scores using the mean and standard deviation of the male GF and VID scores. The mean for GF was 29 and the standard deviation was 3.22. For VID, the mean was 20 and the standard deviation was 3.45. The mean corrected pair scores on all ADF variables were then analyzed using a 2 x 2 x 2 analysis of

variance.

### Difficult-to-Maintain Variable

Analysis of the DTM variable revealed a significant main effect for sex and a significant interaction between sex and condition. These results are summarized in Table 1 below.

TABLE 1

MEANS AND STANDARD DEVIATIONS FOR DTM IN MALE VS. FEMALE, AGREE VS. DISAGREE AND TASK VS. SOCIAL-EMOTIONAL CONDITIONS

		Agree	Disagree
Male Subjects	Task	m = 21.07	24.07
		s = 4.19	3.42
	S-E	m = 24.14	25.00
		s = 4.06	4.92
Female Subjects	Task	m = 21.07	23.50
		s = 2.24	6.16
	S-E	m = 19.21	17.29
		s = 3.47	2.40

### SUMMARY OF ANALYSIS OF VARIANCE

Source	SS	df	ms	F
A (condition)	27.16	1	27.16	1.67
B (sex)	120.08	1	120.08	7.35 <sup>a</sup>
C (agreement)	41.15	1	41.15	2.52 <sup>b</sup>
AxB	97.79	1	97.79	5.95
AxB	13.99	1	13.99	0.86
AxBxC	19.47	1	19.47	1.19

TABLE 1 SUMMARY--Continued

Source	SS	df	ms	F
Within	784.36	48	16.34	
Total	1133.99	55	20.62	

 $a_p < .01$ 
 $b_p < .05$ 

Examination of Table 1 suggests interpreting the obtained sex differences and the interaction simultaneously. The sex x condition interaction is shown in Figure 1.

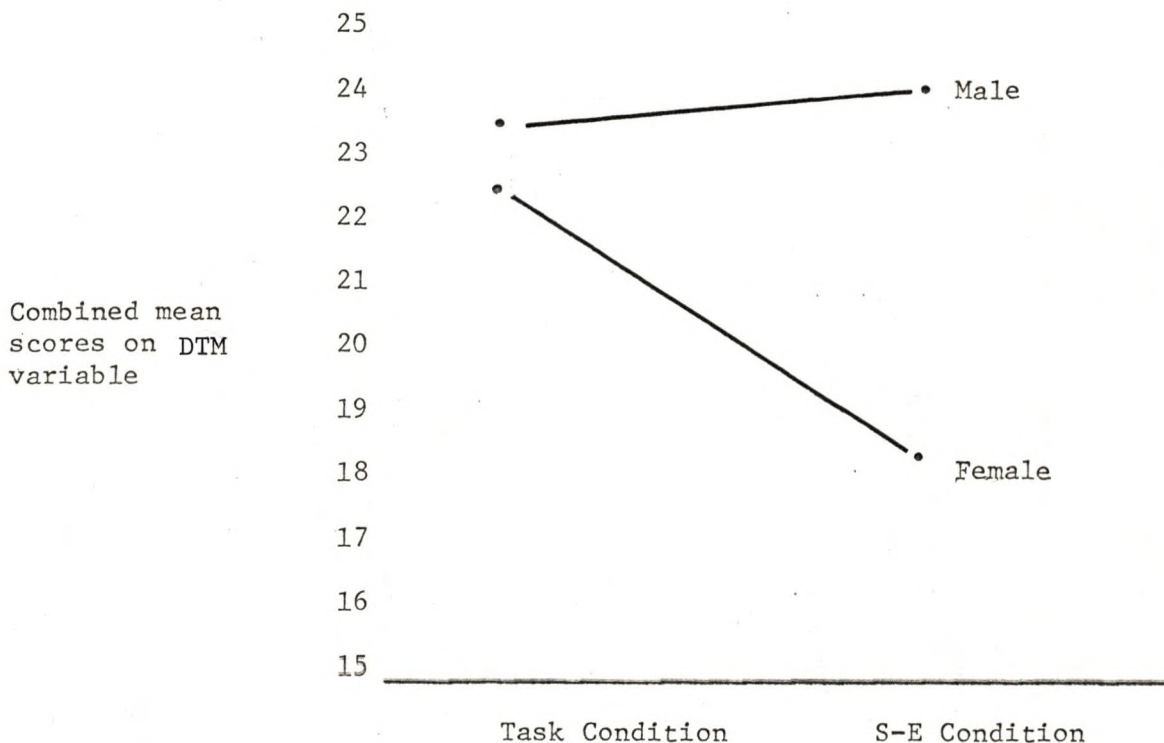


Fig. 1.--INTERACTION BETWEEN SEX AND CONDITION ON THE DTM VARIABLE

Results indicated by Figure 1 show that for males, there is no difference in DTM in either a task or social-emotional situation. That is, males are not sensitive to the type of situation in terms of energy



expended to maintain the relationship.

For females, DTM scores are not significantly different from the male score in the task situation. However, the crux of the matter is found in the significantly lower DTM scores of females in a social-emotional situation. The depression of female scores in this condition accounts for both the significant sex difference and the interaction effect. Females in a social-emotional situation find it less necessary to expend energy maintaining the friendship than do females in a task situation or males in either a task or social-emotional situation.

#### General Favorability

Examination of the analysis of GF revealed a significant interaction effect among condition, sex and agreement. The data is presented in Table 2 below.

TABLE 2

MEANS AND STANDARD DEVIATIONS FOR GF IN MALE VS. FEMALE, AGREE  
VS. DISAGREE AND TASK VS. SOCIAL-EMOTIONAL CONDITIONS

		Agree	Disagree
Male Subjects	Task	m = 28.64	m = 27.43
		s = 4.35	s = 3.59
	S-E	m = 32.07	m = 28.79
		s = 2.74	s = 2.84
Female Subjects	Task	m = 30.93	m = 26.36
		s = 3.08	s = 3.08
	S-E	m = 28.64	m = 30.57
		s = 4.04	s = 4.09

## SUMMARY OF ANALYSIS OF VARIANCE

Source	SS	df	ms	F
A (condition)	39.46	1	39.46	3.18
B (sex)	0.18	1	0.18	0.01
C (agreement)	44.16	1	44.16	3.60
AxB	7.11	1	7.11	0.57
AxC	17.13	1	17.13	1.38
BxC	2.99	1	2.99	0.24
AxBxC	64.33	1	64.33	5.18 <sup>a</sup>
Within	595.88	48	12.41	
Total	771.74	55	14.03	

<sup>a</sup><sub>p</sub> < .05

Because of the significant interaction, the Duncan multiple-range test was employed to analyze individual means. Results of the Duncan test are presented in Table 3.

TABLE 3  
DUNCAN MULTIPLE-RANGE TEST BETWEEN CELL MEANS  
GF VARIABLE

		$\bar{X}$
Females x Task x Disagree	1	26.36
Males x Task x Disagree	2	27.43
Males x Task x Agree	3	28.64
Females x S-E x Agree	4	28.64
Males x S-E x Disagree	5	28.79
Females x S-E x Disagree	6	30.57

TABLE 3--Continued

		$\bar{X}$		
Females x Task x Agree	7	30.93		
Males x S-E x Agree	8	32.07		

Results from the Duncan multiple-range test can be summarized as follows:

1. There is a significant agreement effect for females in the task condition, i.e., agreeing females are more attracted in a task situation than are disagreeing females.
2. For males in a social-emotional situation, agreement yields the greatest attraction, while disagreeing females in a task situation yield the least attraction.
3. There is a strong but non-significant trend suggesting that, for disagreeing females, the type of situation for interaction is important, i.e. attraction is greater in a social-emotional situation than it is in a task situation.
4. Agreeing males in a social-emotional situation are significantly more attracted than disagreeing males in a task situation.

Since GF is a global measure of attraction and since subjects were strangers, these results may shed some light on the roles of agreement, sex and situational variables in attraction. First, both males and females are sensitive to agreement but the importance of agreement may be enhanced or lessened by situational variables. Agreement in a social-emotional situation will result in a more favorable impression but this



is not necessarily so for females. Males in a task situation, however, are not sensitive to agreement so much as to the task at hand.

Females, however, are more sensitive to agreement in a task situation. Also, for disagreeing females, the type of situation is important; a task situation results in less attraction than does a social-emotional one.

#### Voluntary Interdependence

Analysis of VID revealed no significant results. The data is presented in Table 4 below.

TABLE 4

MEANS AND STANDARD DEVIATIONS FOR VID IN MALE VS. FEMALE, AGREE VS. DISAGREE AND TASK VS. SOCIAL-EMOTIONAL CONDITIONS

		Agree	Disagree
Male Subjects	Task	m = 17.93	18.71
		s = 4.39	8.37
	S-E	m = 22.07	21.86
		s = 4.26	7.29
Female Subjects	Task	m = 20.50	18.57
		s = 3.03	1.90
	S-E	m = 20.71	21.00
		s = 2.98	1.89

## SUMMARY OF ANALYSIS OF VARIANCE

Source	SS	df	ms	F
A (condition)	86.25	1	86.25	3.71
B (sex)	0.05	1	0.05	0.002
C (agreement)	1.00	1	1.00	0.04
AxB	18.86	1	18.86	0.81
AxC	1.30	1	1.30	0.06
AxBxC	9.05	1	9.05	0.39
Within	1115.37	48	23.24	
Total	1236.15	55	22.48	

Stimulation Value

Analysis of SV yielded no significant results. The summary is presented in Table 5.

TABLE 5

MEANS AND STANDARD DEVIATIONS FOR SV IN MALE VS. FEMALE, AGREE VS. DISAGREE AND TASK VS. SOCIAL-EMOTIONAL CONDITIONS

Male Subjects	Task	m = 18.93	19.21
		s = 2.82	5.59
	S-E	m = 18.07	21.51
		s = 3.21	4.22
Female Subjects	Task	m = 18.50	17.00
		s = 4.04	4.10
	S-E	m = 20.93	21.86
		s = 5.20	4.88

## SUMMARY OF ANALYSIS OF VARIANCE

Source	SS	df	ms	F
A (condition)	67.53	1	67.53	3.57
B (sex)	0.22	1	0.22	0.01
C (agreement)	9.03	1	9.03	0.48
AxB	29.30	1	29.30	1.55
AxC	27.88	1	27.88	1.47
BxC	16.62	1	16.62	0.88
AxBxC	0.52	1	0.52	0.03
Within	907.66	48	18.91	
Total	1058.75	55	19.25	

Utility Value

Results of the analysis of UV yielded no significant results. The data is presented below in Table 6.

TABLE 6

MEANS AND STANDARD DEVIATIONS FOR UV IN MALE VS. FEMALE, AGREE VS. DISAGREE AND TASK VS. SOCIAL-EMOTIONAL CONDITIONS

		Agree	Disagree
Male Subjects	Task	m = 17.07	15.00
		s = 4.81	6.16
	S-E	m = 15.14	18.00
		s = 2.80	4.04
Female Subjects	Task	m = 15.71	16.50
		s = 3.85	2.31
	S-E	m = 15.86	16.86
		s = 4.92	3.65



## SUMMARY OF ANALYSIS OF VARIANCE

Source	SS	df	ms	F
A (condition)	2.16	1	2.16	0.12
B (sex)	0.07	1	0.07	0.004
C (agreement)	5.79	1	5.79	0.32
AxB	0.29	1	0.29	0.02
AxC	23.14	1	23.14	1.29
BxC	0.88	1	0.88	0.05
AxBxC	19.45	1	19.45	1.09
Within	857.72	48	17.87	
Total	909.49	55	16.54	

Ego-Support Value

Analysis of the ESV variable resulted in no significant differences.

The summary is contained in Table 7.

TABLE 7

MEANS AND STANDARD DEVIATIONS FOR ESV IN MALE VS. FEMALE, AGREE VS. DISAGREE AND TASK VS. SOCIAL-EMOTIONAL CONDITIONS

		Agree	Disagree
Male Subjects	Task	m = 17.64	18.07
		s = 1.89	3.76
	S-E	m = 18.07	18.64
		s = 2.32	2.53
Female Subjects	Task	m = 18.43	20.14
		s = 3.26	2.02
	S-E	m = 18.50	20.64
		s = 2.53	3.21

## SUMMARY OF ANALYSIS OF VARIANCE

Source	SS	df	ms	F
A (condition)	2.16	1	2.16	0.28
B (sex)	24.43	1	24.43	3.21
C (agreement)	20.64	1	20.64	2.71
AxB	0.16	1	0.16	0.02
AxC	0.28	1	0.28	0.04
BxC	7.14	1	7.14	0.94
AxBxC	0.08	1	0.08	0.01
Within	365.09	48	7.61	
Total	419.99	55	7.64	

## CHAPTER IV

### DISCUSSION

The important findings of this study are two fold. First of all, the role of agreement may not be a general determinant of attraction, but may be related to the sex of the acquaintances and also to the situation in which the people interact. Males are sensitive to agreement in social-emotional situations and females are sensitive to agreement in both task and social-emotional situations. The effect of disagreement between females is heightened in a task situation but this is not true for males.

Secondly, it was found that males find it harder to get along with new acquaintances than do females no matter what the situation. Males in both the task and social-emotional situations are not significantly different with respect to the DTM variable. Females in a task situation find it relatively difficult to get along. DTM scores for females in a task situation are not reliably different from male scores. However, females in a social-emotional situation must exert relatively little effort to maintain the relationship as indicated by their significantly lower DTM scores. In other words, women seem to feel comfortable in a social-emotional situation and this feeling seems to make the relationship easy to maintain regardless of agreement or disagreement.

This finding suggests some interesting differences between men and women. A review of sex differences (Tyler, 1965, Chapter 10; Anastasi,



1958, Chapter 14) may provide some insight into these relationships.

It is commonly found in our culture that men are more oriented toward achievement, more concerned with skilled tasks and tend to take on more active roles. They tend to be more concerned with manipulating objects in the external world. Men also tend to take on aggressive and initiative roles. Women are more likely to be passive, more concerned with the arts, more dependent and less achievement motivated than men. But women also tend to be more sensitive to the emotional needs of others. These differences in sex roles could account for differences found in DTM.

Men, being more competitive and aggressive, do find it harder to get along with other men regardless of the situation. Women in a task situation find it more difficult to get along because the nature of the situation is not compatible with their normal mode of responding. However, women in a social-emotional situation are "right at home" and experience little difficulty in maintaining a friendly relationship.

Another finding of note is the dissimilarity of the findings of this study and those of Byrne. Byrne and Nelson (1965) found that attraction was a linear function of agreement. The present study finds that not only agreement but also sex and situational variables are related to attraction. The disparity between the present findings and those of Byrne and Nelson may be accounted for by differences in method. Byrne's model (1961) provides subjects with only a "paper and pencil" description of the stimulus person. In addition, this description is loaded on agreement or disagreement. That is, the subject has no opportunity to interact with the stimulus person and the only information he has available is concerned primarily with agreement. The present

study, in contrast, permitted face-to-face interaction and allowed a broader range of cues on which the subject could evaluate his Target Person.

The present findings also have implications for Newcomb's balance theory. Newcomb (1961) reported that perceived similarity among strangers led to greater attraction than perceived dissimilarity. Again, the focus of the study was on agreement. The findings reported here indicate that situational and sex variables are at least equally important, if not more so, than agreement. Agreement was not found to be a factor in attraction for males in a task situation or females in a social-emotional situation.

Previous studies (Wright, 1969b; Wright and Crawford, 1969) have found relationships regarding VID and the rewards of friendship, i.e., Stimulation Value, Utility Value and Ego-Support Value. These studies have found that men engaged in task activities have significantly higher VID and SV scores than those engaged in social-emotional activities; just the reverse is true for women. Women tend to see UV and ESV in a more global interpretation of "supportiveness" while men differentiate between the two with UV being related more to value agreement. The present study failed to replicate these findings.

One of the reasons for the failure to replicate may lie in the difference between groups of subjects. Wright used well-acquainted pairs while the present study used pairs who were strangers. Perhaps subjects in this study did not have sufficient time to clearly differentiate their impressions. The length of the interaction may also account for the lack of significant findings on the VID variable. It



is interesting that significant findings appeared with GF and not with VID. Perhaps, since GF is a more global measure of attraction than is VID, it is more suited to measuring initial impression formation while VID is a more suitable measure for longer-standing relationships. It is also possible that the task condition itself, although it involved working a project, was perceived by subjects as more of a social-emotional situation and thereby cancelled out situation effects previously found with SV, UV, and ESV.

With regard to the specific hypotheses of this study, none were confirmed. The effect of the agreement variable with regard to the predictions was overshadowed by the interactive effects of condition and sex. The only significant finding related to agreement was that, for females in a task situation, agreement resulted in greater attraction. The implications of this finding have been discussed above.

The lack of confirmation of the hypotheses should not, however, negate the value of the study. The role of agreement was found to be only one of three factors contributing to initial impression formation. The other factors were found to be the sex of the person and the type of situation in which the interaction takes place. The findings suggest that to attempt to represent one variable as the major determinant of attraction to the exclusion of other relevant variables is to perhaps ignore conditions of at least equal importance in determining the reaction one person will have toward another.



## CHAPTER V

### SUMMARY AND CONCLUSIONS

Although the bulk of research supports the hypothesis that agreement is a major variable in attraction, several recent studies have pointed out other conditions which may affect this relationship. The present study was designed to investigate the role of agreement within two situational variables, i.e., a "task" oriented situation and a "social-emotional" oriented situation.

Subjects reported in same-sex pairs who were initially strangers. Each subject completed a value questionnaire and received feedback regarding amount of agreement with his partner. The pair then participated in one of two experimental conditions. The task condition required the pair to work cooperatively on a project. The social-emotional condition was structured to provide an informal discussion atmosphere without task involvement. At the conclusion of the experimental session, each subject described his partner with a person-perception questionnaire.

The data was grouped by condition, sex and agreement. An analysis of variance was performed on the data. The results showed that males find it difficult to get along with new acquaintances no matter what the situation. Females find it relatively difficult to get along in a task situation and relatively easy to get along in a social-emotional

situation. The only significant effect for agreement was found for females in a task situation.

The findings were discussed in terms of cultural sex differences between men and women. Implications for other models of attraction were also discussed.

It was concluded that agreement may not be as general a determinant of attraction as previous research had indicated. Sex and situational variables must also be considered in predicting attraction. Further research seems necessary in this area.

APPENDIX A



## ACQUAINTANCE DESCRIPTION FORM

## Statements

This form lists some statements about your reactions to an acquaintance called the Target Person(TP). Please indicate your reaction to each statement on the special answer sheet you have been given. Perhaps some of the situations described have never come in your relationship with TP. If this happens, try your best to imagine what things would be like if the situation did come up.

1. TP can come up with thoughts and ideas that give me new different things to think about.
2. If I were short of cash and needed money in a hurry, I could count on TP to be willing to loan it to me.
3. TP's ways of dealing with people make him (or her) rather difficult to get along with.
4. TP has a lot of respect for my ideas and opinions.
5. TP is a conscientious person.
6. If I hadn't heard from TP for several days without knowing why, I would make it a point to contact him (her) just for the sake of keeping touch.
7. When we get together to work on a task or project, TP can stimulate me to think of new ways to approach jobs and solve problems.
8. If I were looking for a job, I could count on TP to try his best to help me find one.
9. I can count on TP's being very easy to get along with, even when we disagree about something.
10. If I have an argument of disagreement with someone, I can count on TP to stand behind me and give me support when he thinks I am in the right.
11. TP is fair and open-minded.
12. If I had a choice of two good part-time jobs, I would seriously consider taking the somewhat less attractive job if it meant that TP and I could work at the same place.
13. TP is the kind of conversationalist who can make me clarify and expand my own ideas and beliefs.
14. TP is willing to use his skills and abilities to help me reach my own personal goals.

15. I can count on having to be extra patient with TP to keep from giving up on him (her) as a friend.
16. I can converse freely and comfortably with TP without worrying too much about being teased or criticized if I unthinkingly say something pointless, inappropriate or just plain silly.
17. TP is emotionally steady and even-tempered.
18. If TP and I could arrange our class or work schedules so we each had a free day, I would try to arrange my schedule so that I had the same free day as TP.
19. TP can get me involved in interesting new activities that I probably wouldn't consider if it weren't for him (her).
20. TP is a good, sympathetic listener when I have some personal problem I want to talk over with someone.
21. I can count on having to go out of my way to do things that will keep my relationship with TP from "falling apart."
22. If I accomplish something that makes me look especially competent or skillful, I can count on TP to notice it and appreciate my ability.
23. TP is a hard-working person.
24. If I had decided to leave town on a certain day for a leisurely trip or vacation and discovered that TP was leaving for the same place a day later, I would seriously consider waiting a day in order to travel with him (her).
25. When we discuss beliefs, attitudes and opinion, TP introduces viewpoints that help me see things in a new light.
26. I can count on TP to be a good contact person in helping me to meet worthwhile people and make social connections.
27. I have to be very careful about what I say if I try to talk to TP about topics he considers controversial or touchy.
28. TP has confidence in my advice and opinions about practical matters and personal problems
29. TP is a very well-mannered person.
30. When I plan for leisure time activities, I make it a point to get in touch with TP to see if we can arrange to do things together.
31. I can count on TP to be ready with really good suggestions when we are looking for some activity or project to engage in.



32. If I have some more or less serious difference with a friend or acquaintance, TP is a good person for acting as a go-between in helping me to smooth out the difficulty.
33. I have a hard time really understanding some of TP's actions and comments.
34. If I am in an embarrassing situation, I can count on TP to do things that will make me feel as much at ease as possible.
35. TP is an intellectually well-rounded person.
36. If I had no particular plans for a free evening and TP contacted me suggesting some activity I am not particularly interested in, I could seriously consider doing it with her.
37. TP has a way of making ideas and topics that I usually consider useless and boring seem worthwhile and interesting.
38. If I were short of time or faced with an emergency, I could count on TP to help with errands or chores to make things as convenient for me as possible.
39. I can count on TP's acting tense or upset with me without my knowing what I've done to bother him (her).
40. If I have some success or good fortune, I can count on TP to be happy and congratulatory about it.
41. TP is a tactful person.
42. TP is one of the persons I would go out of my way to help if he were in some sort of difficulty.
43. TP can come up with good, challenging questions and ideas.
44. TP is willing to spend time and energy to help me succeed at my own personal tasks and projects, even if he is not directly involved.
45. I can count on TP's being willing to listen to my explanations in a patient and understanding way when I've done something to rub him (her) the wrong way.
46. When we discuss beliefs, attitudes and opinions, TP listens and reacts as if my thoughts and ideas make a lot of sense.
47. TP is generous.
48. If I had just gotten off work or out of class and had some free time, I would wait around and leave with TP if he were leaving the same place an hour or so later.



49. TP is the kind of person from whom I can learn a lot just by listening to him talk or watching him work on problems.
50. I can count on TP to be willing to loan me personal belongings (for example, his books, car, typewriter, tennis racket) if I need them to go somewhere or get something done.
51. I can count on communication with TP to break down when we try to discuss things that are touchy or controversial.
52. TP considers me a good person to have around when he needs someone to talk things over with.
53. TP is a thoughtful person.
54. I try to get interested in the activities that TP enjoys, even if they do not seem especially appealing to me at first.
55. TP is the kind of person who is on the lookout for new, interesting and challenging things to do.
56. If I were sick or hurt, I could count on TP to do things that would make it easier to take.
57. I can count on TP to misunderstand me and take my actions and comments the wrong way.
58. I can count on TP to come up with really valuable advice when I need help with practical problems or predicament.
59. TP is a helpful, cooperative person.
60. If TP and I were planning vacations to the same place and at about same time and he (she) had to postpone his (her) trip for a month, I would seriously consider postponing my own trip for a month also.

APPENDIX B

Below is a set of statements ranging over a number of areas. Please respond with your personal opinion regarding these statements. If you have strong objections to any of the items, please feel free to leave those items blank.

1. Do you consider your self politically liberal or conservative?  
Liberal\_\_\_\_\_ Conservative\_\_\_\_\_
2. Do you feel that society should be based on a co-operative or competitive system?  
Cooperative\_\_\_\_\_ Competitive\_\_\_\_\_
3. Do you agree or disagree that the problem of "law and order" is the most serious question facing our society today?  
Agree\_\_\_\_\_ Disagree\_\_\_\_\_
4. Do you feel that "living for today" is better than working toward distant goals?  
Yes\_\_\_\_\_ No\_\_\_\_\_
5. Do you feel that students should be more or less involved in decisions involving university policy?  
More involved\_\_\_\_\_ Less involved\_\_\_\_\_
6. Do you agree or disagree that a private citizen can be an effective force in shaping national policy?  
Agree\_\_\_\_\_ Disagree\_\_\_\_\_
7. Do you feel that present day moral standards are too strict or too permissive?  
Too strict\_\_\_\_\_ Too permissive\_\_\_\_\_
8. Do you feel that organized religion is an effective or an ineffective force in society today?  
Effective\_\_\_\_\_ Ineffective\_\_\_\_\_



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